STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

March 4, 2013

MEMORANDUM

TO: State Board of Education

FROM: Casandra E. Ulbrich
            Chair, State Board of Education Legislative Committee

SUBJECT: Approval of the Strict Discipline Report to the Legislature

The Legislature requires that the State Board of Education submit an annual report regarding the status of Strict Discipline Academies. The report is due on April 1, 2013. The Board's Legislative Committee has reviewed the attached report and recommends approval.

It is recommended that the State Board of Education approve the Report to the Legislature on Strict Discipline Academies, and direct staff to forward the report to the Legislature, as described in the memorandum dated March 4, 2013, from Casandra E. Ulbrich, Chair, State Board of Education Legislative Committee.

April 1, 2013

State Board of Education
Report to the Legislature
Strict Discipline Academies

Office of Education Improvement & Innovation
Public School Academies Unit

Michigan's Strict Discipline Academies

Michigan's Strict Discipline Academies (SDAs) serve a student population that differs from traditional schools. Students who attend SDAs have been referred by the court system or have been expelled and/or suspended from the regular educational setting. For many children, these are schools of last resort. A quality SDA provides options for students who might otherwise be left in the community with no educational plan or employment possibilities. Currently, there are 19 SDA campuses in Michigan, representing 11 PSA districts.

The amount of time each student is enrolled in a SDA varies widely. Schools that serve adjudicated students have no control over when a student exits its program. The majority of students may be in a SDA for a short period of time (defined here as less than 90 days). In many cases, judicial decisions by the judges or court designees are the sole factors dictating students' continuation with the program.

History and Purpose of this Report

Strict Discipline Academies are established in statute, primarily Section 380.1311 of the Revised School Code, Act 451 of 1979, as amended. Section 1311(c) requires the State Board of Education (SBE) to provide the House and Senate Committees on Education with a report evaluating whether SDAs are fulfilling the purposes specified in Section 511(1) of the code. Those purposes are:

(a) To improve pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment.
(b) To stimulate innovative teaching methods.
(c) To create new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level.
(d) To achieve school accountability for pupil educational performance by placing full responsibility for performance at the school site level.
(e) To provide parents and pupils with greater choices among public schools, both within and outside their existing school districts.
(f) To determine whether state educational funds can be more effectively, efficiently, and equitably utilized by allocating funds on a per pupil basis directly to the school rather than through school district administration.

Section 380.1311(c) also requires that the report contain each SDA's mission statement, attendance, academic, and dropout data, financial stability projections and information related to supervisory visits by the authorizing body.

Although SBE reporting requirements for SDAs are set forth in statute, there are no statutory provisions requiring schools to provide the SBE with Michigan Education Assessment Program (MEAP) or Michigan Merit Examination (MME) data for groups/subgroups of students of less than ten. In addition, data for students who attend less than a full academic year (a complete school year from September through June) tracks back to the school district of origin, and does not represent instruction in the SDA.

There are no statutory requirements that SDAs provide the SBE with data from local assessments either. However, each of the SDAs responded to the Michigan Department of Education's (MDE's) inquiry and provided data in varying formats. Given the transient nature of their student populations, it makes much more sense to use measures of student growth rather than measures of achievement in reporting on SDA academics. Academic growth is derived by comparing initial assessment scores to reassessment scores. In the case of SDAs serving adjudicated youth, it may be difficult to obtain student growth data because a) students have not enrolled for a sufficient length of time for reassessment scores to be valid; or b) students are ordered to be released before a reassessment has been administered. Regardless of the special circumstances, the state still expects these schools to demonstrate accountability as is required for all Michigan schools. This report will address the SBE's reporting requirements to the extent possible given the data available.

Summary of Findings

Because most SDAs enroll very few students for a short amount of time, there is limited data for quantitative analysis. As relates to the original purposes for the establishment of SDAs, the information we have gathered shows:

- Some students in some SDAs show learning gains and some show losses, but the lack of systematic and consistent methodology for data collection makes it difficult, if not impossible, to compare SDAs with each other, with other alternative education programs, and with traditional schools.

- SDAs vary widely in their approaches to addressing student emotional and behavioral challenges. At least two SDAs have started to craft systems for measuring outcomes and efficacy of their non-academic programming. Very little data is available in this area, and there is no systematic way of capturing information on exit paths when students leave SDAs.

- Students rarely stay in SDAs long enough to form a cohort for purposes of measuring graduation and dropout rates using the state's cohort method. Comparisons with each other, with other alternative education programs, and with traditional schools are difficult.

- SDAs engage in innovative teaching methods including, but not limited to, differentiated instruction, integration of technology, data driven instruction, and individualized instruction. Without additional study and data gathering, we cannot compare the rate at which these innovations are demonstrated in other alternative education environments and in traditional school programs.

- A variety of innovative professional development opportunities are available to SDA staff including shared leadership roles, professional learning communities and access to online modules. Without additional study and data gathering, we cannot compare the rate at which these opportunities are available to teachers in other alternative education environments and in traditional school programs.

- Authorizer supervisory practices and systems for documenting site visits vary widely. We are unable to conduct a meaningful analysis, as not all authorizers responded to the MDE's request for information.

- SDA general fund balances from 2010-2011 ranged from approximately $15,900 to well over $700,000. No SDA has run a deficit balance for three consecutive years.

Methodology

To gather data for this report the MDE's Public School Academies Unit sent a questionnaire to the SDAs. We asked schools to identify students who were present less than 90 days and more than 90 days, and identify the measures used to test reading and math skill levels. We also asked about behavioral measures, innovative teaching techniques, options for professional development for teachers, and exit paths for students when they leave the school. For students in the school more than 90 days, we expected schools would be able to provide a measure of academic growth and behavioral changes.

The Public School Academies Unit was able to obtain some measure of data from each SDA in Michigan. Included in this report are:

- ACE Academy (Authorized by Central Michigan University)
  - Calumet Campus
  - Lincoln Campus
- Alternative Path Academy (Authorized by Genesee Intermediate School District)
- Blanche Kelso Bruce Academy (Authorized by Wayne Regional Educational Service Agency) campuses at
  - Conner Avenue (The Samaritan Center)
  - DePaul Center
  - Wayne County Juvenile Detention Center on St Antoine
  - St Jude's Center
  - St Thomas Center
  - West Campus on Cecil Avenue
  - Wolverine Center
  - Catherine Ferguson Academy
- Blue Water Learning Academy (Authorized by St. Clair Regional Educational Service Agency)
- Capstone Academy (Authorized by Detroit Public Schools)
- Clara B. Ford Academy (Authorized by Ferris State University)
- Lighthouse Academy (Authorized by Ferris State University)
- Outlook Academy (Authorized by Allegan Regional Educational Service Agency)
- St. Clair Intervention Academy (Authorized by St. Clair Regional Educational Service Agency)
- Wolverine Academy (Authorized by Saginaw Valley State University)
- Youth Advantage Academy (Authorized by Kalamazoo Regional Educational Service Agency)

Length of Stay and Academic Measures

The schools were asked to provide a list of individual students (without names or identifiers), their length of stay, initial and exit reading and math scores, and the names of the tests. Six of the SDAs provided the requested academic data in the form of entrance and exit scores for reading and math. Three SDAs just opened in Fall, 2012 and therefore had no growth data to report. Two academies did not provide individual student growth data.

There is no consistency among the assessments used or the way in which the scores were reported, so aggregating them for comparison is not possible. Because of the diversity of test instruments we are unable to report the comparative significance of the gains or losses. The reported data is summarized in Table 1 below.

TABLE 1: EVIDENCE OF ACADEMIC GROWTH IN MICHIGAN'S SDAS

SDA	Residential	Ages or Grades Served	Reading Assessment(s)	Math Assessment(s)	Evidence of Academic Growth*
ACE Academy	Yes	12-20	NovaNet BASI	NovaNet BASI[i]	The scores date back to 1990. Of the 268 reported reading scores, 167 showed gains and 90 showed losses. Of the 222 reported math scores, 138 students showed gains and 118 students showed a loss.
Alternative Path Academy	No	6th-9th grade	New - Opened Fall 2012	New - Opened Fall 2012	New - Opened Fall 2012
Blanche Kelso Bruce	5 campuses – yes 3 campuses – no	12-17	Scantron Performance Series[ii]; for students enrolled more than 30 days- Burns and Roe Informal Reading Inventory[iii]	Scantron Performance Series; for students enrolled more than 30 days- Brigance Math Computation and Application Assessment	Individual student data was not provided. The Academy reported average Grade Level Equivalency gains of .79 in reading and .45 in math as measured by Scantron Performance Series. Testing dates and numbers of students and disaggregation by campus were not provided.
Blue Water Learning Academy	No	13-19	OdysseyWare[iv]	OdysseyWare	Individual student data was not provided.
Capstone Academy	Yes	13-18	NWEA MAP[v]	NWEA MAP	New - Opened Fall 2012 The Academy provided entrance scores for enrolled students, but we cannot calculate learning gains until second assessment is administered.
Clara B. Ford Academy	Yes	Grades 9 – 12	Scantron Performance Series, ACCUCESS[vi]	Scantron Performance Series, ACCUCESS	The SDA provided one set of scaled scores for Reading and Math for all students. The vast majority, 85%, of the students attend for six months or less. Without a second set of assessment scores, we cannot calculate academic growth.
Lighthouse Academy	Yes	Grades 3 – 12	Scantron Performance Series and local interim assessments	Scantron Performance Series and local interim assessments	Scores are from the 2011-2012 school year. Of the 92 reported reading scores, 74 students showed gains and 18 showed losses. Of the 90 reported math scores, 75 students showed gains and 15 students showed a loss.
Outlook Academy	No	13-17	STAR[vii]	Delta[viii]	2 students attended more than 90 days and both showed gains in reading and math

SDA	Residential	Ages or Grades Served	Reading Assessment(s)	Math Assessment(s)	Evidence of Academic Growth*
St. Clair Intervention Academy	Yes	Grades 6 – 12	STAR for middle school, TABE[ix] for high school	STAR for middle school, TABE for high school	The Academy submitted data for 21 Middle School students for the 2010-2011 school year. Sixteen showed gains in reading; 17 showed gains in math. Two showed losses in reading and one showed a loss in math. The Academy submitted data for 16 Middle School students for 2011-2012. Ten showed gains in reading; 11 showed gains in math. Two showed losses in reading and one showed a loss in math. High School data for 2011-2012 shows 16 students attended more than 90 days. Three students achieved maximum scores in reading on both pre and post tests. Two students achieved max scores in math. Eleven students showed gains in math. Ten students showed gains in reading. Two students showed a decline in reading and one one declined in math.
Wolverine Academy	Yes	13-20	New - Opened Fall 2012	New - Opened Fall 2012	New - Opened Fall 2012
Youth Advantage Academy	No	18-20	NovaNet BASI	NovaNet BASI	Scores reported for 17 students who attended more than 90 days. One student achieved a maximum score on pre and post tests in both reading and math. Nine students showed gains in math. Eight students showed gains in reading. One student showed a decline in reading.

*Scores are only included for students who attended more than 90 days.

Behavioral and other assessment tools

Students attending SDAs are likely to have serious emotional and behavioral problems. SDAs must address these issues as well as academic subjects. Given the wide variety of behavioral approaches among the SDAs, we can provide qualitative information on their programs, but little in the way of quantitative analysis.

Lighthouse Academy

Lighthouse uses the CAFAS (Child and Adolescent Functional Assessment Scale) to determine if a student has improved by at least 30 points in several domains - Home, Community, and Behavior toward others. They also track the number of students who have job skills training (either on-site at employment training programming-lawn care, custodial, kitchen help on grounds or at our student-led screen printing business) or at Kent Career Transition Skills Center or at an off-site job each year. In addition Lighthouse tracks student referrals to the Responsibility Thinking Center (RTC) every marking period or trimester. The school reports referrals dramatically declined since the implementation of the Responsibility Thinking Center. Data from Lighthouse Academy's 2011-2012 school year is provided in Table 2.

TABLE 2: LIGHTHOUSE ACADEMY RTC REFERRALS 2011-2012

Trimester	Number of Referrals
1	9 per day
2	7 per day
3	4 per day

ACE Academy

Students at ACE, ages 12–20, participate in two unique programs: Life Skills and Community Resources for Transition and the Daniel Memorial Life Skills program. In the Life Skills and Community Resources program, students work on an individual basis with staff to learn about the community resources available to them after discharge, while also acquiring basic life skills needed for transitioning into adulthood. Prior to exiting from the juvenile justice system, students are expected to demonstrate knowledge and mastery of skills on a standardized life skills assessment; and knowledge of community resources as evidenced by an Academy-created short answer exam. During the 2011-2012 school year 124 students completed the pre and post Community Resource Assessment. One hundred students (81 percent) increased their scores by more than ten percentage points or more, nine students (seven percent) improved less than ten percentage points and 15 students (12 percent) showed no change.

The Academy provided data from 2011-2012 administration of The Daniel Memorial Life Skills Assessment which covers topics such as Money Management, Job Seeking, Safety Skills, and Job Interview Skills. Of the 89 students for which data was provided, 47 students (53 percent) improved their pre to post test scores by ten or more percentage points, 27 students (30 percent) improved by one-ten percentage points and 15 students (17 percent) showed a decrease or no improvement.

Clara B. Ford Academy

Clara B. Ford Academy (CBF) is the service provider for Vista Maria (a court-ordered, residential treatment and detention facility for females, ages 11-20). Students progress through the CBF program in clearly defined steps:

> Unit School. Approximately 50 students receive their schooling in one of the six residential units/programs. The psychiatrist and school personnel have determined these students are not psychologically or mentally ready to attend school full time in the main building. Some are in "lock-down" awaiting placement in the juvenile system, truant or flight risk, under observation for medication stabilization, suicidal or at risk for self-harm, behaviorally explosive, or dually diagnosed with mentally impaired.

> Main School. The Main School is comprised of approximately 90 students who are stable enough psychologically, behaviorally, and emotionally to attend school on a full time basis. These students experience a high school setting where they change classes and receive core instruction as well as, physical education, music, and art.

> Continuing Students. 20 students who have formerly resided at Vista Maria are continuing their studies at Clara B. Ford. The school reports these students want to remain at CBF's main school because they feel supported, safe, and successful. Unfortunately, many of these students, who were once under the close supervision of Vista Maria staff, find themselves surrounded by the same environmental challenges that they previously experienced. The

school reports many run away or engage in self-defeating behaviors (e.g. repeated truancy, failure to apply themselves to school work, giving up).

CBF has also developed a series of Progress Towards Treatment Goals as was requested by their authorizer, Ferris State University. Goal 1 is a reduction in Directed Time Outs (DTO) and Increase in Times Students Return to Class. This was the first year of data collection; a year of developing and refining the tools. CBF staff collected data related to the number of teacher referrals vs. student self referrals to the Monarch Room, an area designated for self-reflection. Students who were ultimately sent back to residences are counted as DTO, while those who return to class are not. CBF reported no change in DTOs from 2nd to 3rd Quarter (69 and 69) but a sharp decrease in DTOs for 4th Quarter (35). The SDA also recorded and tracked the number of repeat referrals by student over the last three quarters in 2011-2012 in order to target counseling services as necessary.

Goal 2 is to see an increase in work completion in core classes (ELA, Social Studies, Science, Math) for students who are at the academy for longer than one academic quarter. Recent data is shown in Table 3 below.

TABLE 3: CLARA B. FORD WORK COMPLETION FOR 233 STUDENTS DURING 2011-2012 SCHOOL YEAR
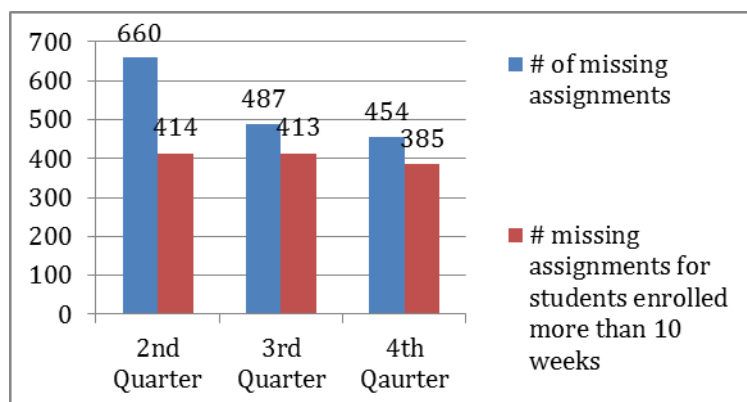
The third goal measures student confidence in their ability to succeed as measured by The Smart Character Choices Student Needs Survey[x] (SNS). This survey has been used to successfully correlate student's feelings about the school, their teachers, and the type of work they do with academic success. In the first year of administration, the survey showed mean effect increases between .05 and .33 in the five tested domains (need for survival, freedom, fun, love and belonging, and power).

The fourth goal was a unique target: Students will not spoil the MME or ACT tests due to prohibited behavior. For the 23 girls who were tested in 2012, there were no occurrences of prohibited behavior on the ACT/MME.

Other Academy Information

Several other schools provided information on their behavioral programs, but provided no data for analysis.

Blue Water Learning Academy reports they maintain regular contact with the student's probation officer, and the student's parent/guardian to monitor and encourage regular attendance. Juvenile Probation officers visit students at school on a weekly basis.

Capstone Academy reports monitoring student behavior and personal development. The Detroit Behavioral Institute provides a therapeutic behavioral component and the school incorporates a Lifeskills Academic Program to monitor student personal development. Student behavior is monitored using a behavioral management system where points are allocated daily for different behaviors and tasks. The students are required to accumulate points to progress through consecutive stages in the program in order to display progress in their therapeutic plans. The school utilizes the Casey Lifeskills curriculum in the academic program.

Outlook Academy uses several different behavioral gauges, including Levels program, a Point system, and behavior plans.

St Clair Intervention uses Rational Behavior Therapy, a cognitive based program.

Alternative Path Academy and *Wolverine Academy* were in operation less than four months when the MDE collected data for this report. These schools will provide data during the next reporting cycle.

Graduation Rates, Dropout Rates and Exit Paths

None of the SDAs has a cohort, as the state defines it, for determining graduation and dropout rates. As *ACE Academy* responded to this question, certain "SDAs enroll and un-enroll students all year long in every month and at any time, across multiple age and grade levels, all based upon the results of court hearings and judges' orders (which are for all intents and purposes, are unrelated to a student's particular "progress" in school)." The state collects graduation and dropout data for SDAs, but it does not reflect a typical 9th grade cohort with students in a school for four years. With SDAs, students transfer in and out. They may be graduating from other institutions, and are subsequently credited back to ACE.

Most of the academies attempted to comply with the spirit of the MDE's request and provided us with their own data related to graduates and dropouts. Schools reported on various school years and used a variety of definitions for "graduation" and "dropout." Given the inconsistency in definitions and data from school based reporting, we cannot use that data for comparison. The data reported by the schools did not match the data reported by the state, likely due to a difference in definitions. We have reproduced the State's data in Table 4.

District / Building Name (Code)	Totals				Cohort Status					
	First Time 9th Grade in Fall 2006	(+)Transfers In	(-) Transfers Out & Exempt	Cohort	On + Off-Track Graduated	Dropouts (Reported & MER)	Off-Track Cont.	Other Completer (GED, etc.)	Graduation Rate	Dropout Rate
ACE Academy	< 10	56	0	56	11	40	< 10	< 10	20%	71%
Blanche Kelso Bruce Academy	43	92	31	104	< 10	79	22	< 10	3%	76%
Blue Water Learning Academy	< 10	13	0	13	< 10	< 10	< 10	< 10	38%	38%
Clara B. Ford Academy (SDA)	< 10	35	0	35	< 10	34	< 10	< 10	0%	97%
Lighthouse Academy	< 10	41	0	41	17	21	< 10	< 10	41%	51%
Outlook Academy	< 10	5	4	< 10	< 10	< 10	< 10	< 10	40%	60%
St. Clair County Intervention Academy	< 10	44	2	50	< 10	42	< 10	< 10	0%	84%
Youth Advancement Academy	< 10	31	0	31	12	15	< 10	< 10	39%	48%

The first column in Table 4 shows the number of 9th grade students enrolled in the PSA in 2006. Subsequent columns show the number of transfers in and out which, when combined with the 2006 data, provide us with a student cohort, although it is not the typical four-year cohort. The final two columns show the percentage of students who graduated (and dropped out) using a five-year on-time cohort method. It is important to note that students may have graduated from (or dropped out from) another institution. As a comparison, the State's graduation rate is 79 percent and the dropout rate is 15 percent for the five year cohort.

When students leave the SDAs, some return to their former schools; others attend another school, some graduate or work, and still others disappear from the area. Table 5 shows the placements of SDA students six months after they leave the school, as reported by each SDA that has been in operation for a full academic year.

TABLE 5: PLACEMENTS OF FORMER SDA STUDENTS

	The LEA students formerly attended	Another LEA within the same ISD	LEA either in state or out of state	LEA outside of the ISD	Juvenile Facility	Postsecondary	Employed in Workforce or Job Corps	Unknown	Mental hospital
Lighthouse	7%	3%		58%	5%	4%	28%		
Clara B. Ford		70%			30%				
Blue Water	NA	20%		10%	2%	10%	80%		
Blanche Kelso	94%	0%		0%	2%	3%	1%		
Outlook	50%	11%		17%	11%	0%	0%	6%	6%
Youth Advantage	10%	20%		2%	8%	40%	20%		
St. Clair Intervention			85%		10%	3%			

ACE Academy works with Spectrum Juvenile Justice Services for students who leave ACE. They have provided data on some exited students as shown in Table 6. The Academy reports this data does not represent all students that have come through the doors at ACE/SJJS. An academy leader reports, "We have no way of obtaining such data. The agency itself doesn't either…it only gets reported "back" from the county and others as students/youth pop up in the system elsewhere."

TABLE 6: SIX-MONTH STATUS OF CLIENTS RELEASED FROM AND ACE AND SPECTRUM JUVENILE JUSTICE SERVICES DURING THE 2011 CALENDAR YEAR AND THE 1ST QUARTER OF 2012 CALENDAR YEAR

Status	Percent
Wardship terminated/no new crimes	40%
Wardship continued/no new crimes	5%
High School Dropout/no new crimes	1%
Current High School reported/no new crimes	7%
Step-down treatment facility/no new crimes	7%
AWOL from step-down treatment facility	6%
Juvenile Facility	9%
Adult probation	6%
Adult charges	10%
Carrying out blended juvenile sentence in Adult facility	2%
Secondary Education	7%

Innovative Educational Programming and Professional Development

All the schools rely heavily on online instruction – for assessment purposes, for credit recovery, and to customize work for individual skill levels. Because of the transient nature of students in SDAs, the use of technology is critical and the data shows it is widely used. Table 7 shows technology integration and other innovative teaching methods reported by the SDAs.

TABLE 7: INNOVATIVE TEACHING TECHNIQUES REPORTED BY SDAS

SDA	Differentiation	Integrated Technology	Standards Based Grading	Credit Recovery	Individualized Instruction	Data Guides Instruction	Blended Learning	Small Group Instruction	Other innovative techniques
Lighthouse	X	X	X	X		X			
Outlook	X	X			X				
Clara B. Ford	X	X							Understanding by Design framework
Youth Advancement		X			X	X			Engaged in research project on engaging students who have a history of trauma
St. Clair Intervention	X	X			X		X	X	
ACE	X	X			X	X		X	
Blanche Kelso	X	X			X	X	X		
Blue Water		X			X				

Alternative Path Academy, *Capstone Academy* and *Wolverine Academy* were in operation less than four months when the MDE collected data for this report. These schools will provide data during the next reporting cycle.

SDAs offer a number of professional development opportunities to teachers. Table 8 summarizes these opportunities.

TABLE 8: PROFESSIONAL DEVELOPMENT OPPORTUNITIES REPORTED BY SDAS

SDA	Conferences	Shared Leadership	Extensive Preservice Training	Job Embedded	PLCs	Online Modules	PD through ISD or RESA	Other
Lighthouse		X	X		X			Book Study, Personal Growth Plans
Outlook	X							A variety of topics were provided, but no indication as to the delivery method.
Clara B. Ford		X	X	X				
Youth Advancement	X						X	
St. Clair Intervention	X							A variety of topics were provided, but no indication as to the delivery method.
ACE	X	X			X	X	X	
Blanche Kelso		X			X	X	X	
Blue Water							X	PD often based on curriculum changes through OdysseyWare.

Alternative Path Academy, *Capstone Academy* and *Wolverine Academy* were in operation less than four months when the MDE collected data for this report. These schools will provide data during the next reporting cycle.

Authorizer Supervisory Visits

The MDE's Public School Academies Unit contacted each of the nine SDA authorizers to collect data related to supervisory visits. Five authorizers responded and the information they provided is summarized in Table 9 below. Supervisory practices and systems for documenting visits vary widely.

TABLE 9: AUTHORIZER VISITS

Academy	Authorizer	Number of Visits (2011-2012)	Nature of Visits (2011-2012)	Feedback Provided to SDA?
Youth Advancement Academy	Kalamazoo RESA	3 +	Observation of educational program, interviews with school leader(s), attendance at board meetings	Yes
Capstone Academy	Detroit Public Schools	Opened Fall 2012	One visit has been conducted for the 2012-2013 school year. School was not in session at the time.	Unknown
Lighthouse Academy	Ferris State University		No data received.	
Clara B. Ford	Ferris State University		No data received.	
Outlook Academy	Allegan RESA		No data received.	
St. Clair Intervention	St. Clair RESA	Unknown	The school recently switched authorizers and, as of 2012-2013, is authorized by Port Huron Area Schools. The school will report authorizer supervisory data in the next legislative report.	Unknown
Blue Water	St. Clair RESA	Unknown	Authorizer reports attendance at some board meetings and additional site visits as well as ongoing communication with staff from the academy. Evidence of recent technical assistance was provided to the MDE.	Unknown
ACE Academy	Central Michigan University	19	Visits included Board meetings, and meetings with Board members, administration and staff concerning general and special education, curriculum and educational program.	Yes
Blanche Kelso	Wayne RESA	4	Visits were conducted in conjunction with the reauthorization process and involved building tours and interviews with staff, leaders, parents, students, school board members	Yes
Wolverine Academy	Saginaw Valley State University		No data received.	
Alternative Path	Genesee Intermediate School District	Opened Fall 2012	20+ visits since October, 2012 by various members of ISD staff. Visits have included classroom observations, meetings with leadership, attendance at board meetings and technical assistance.	Yes

SDA Mission Statements

As required in statute, this report to the legislature is to include each SDA's mission statement. We visited each SDA's web site to find the current mission statement as shown in Table 10 below.

TABLE 10: MISSION STATEMENTS FROM THE MICHIGAN SDA WEB SITES

SDA	Mission
ACE Academy	The mission of the ACE Academy, in partnership with youth serving agencies, is to re-engage youth in the active pursuit of self-improvement, interpersonal growth and educational development. Within a climate where students, staff and stakeholders feel safe, secure and valued as individuals, the Academy encourages all students to excel to their highest potential, while providing them the support and tools needed to explore the infinite possibilities that learning and life has to offer.
Alternative Path Academy	Alternative Path Academy is a Strict Discipline Academy with a competitive strength program exploring the world through a project-based learning environment that connects real-life to academics.
Blanche Kelso Bruce Academy	The mission of the Blanche Kelso Bruce Academy (Strict Discipline Academy) is to provide effective educational services to students, who due to legal and/or other environmental risk factors impacting their lives, are unable to participate in regular school settings, and/or are identified as at-risk of academic failure in traditional school environments.
Blue Water Learning Academy	Provides schooling for youths in grades 7-12 who have not prospered in traditional school settings.
Capstone Academy Charter School	Our mission is to assist in preparing our young men and women for their future, therefore improving the chances of their successful return to the community, and adaption to a healthy and safe lifestyle."
Clara B. Ford Academy	The mission of Village of Hope Academies (VOHA) is to engage our students in a safe, innovative learning environment within Southeast Michigan that will enable them to function as contributing adults.
Lighthouse Academy	Creating hope through academic success in spite of life's storms.
Outlook Academy	To empower our students to reintegrate into their communities and graduate as competent learners and responsible citizens through having the freedom to make positive choices.
St. Clair County Intervention Academy	The services provided by the Intervention Academy are designed to improve academic achievement, facilitate the transition of institutionalized children and youth into a regular school setting, and help prepare participants for secondary school completion, training and employment, or further education.
Wolverine Academy	The mission of the Wolverine Academy in partnership with youth serving agencies is to re-engage youth in the active pursuit of self-improvement, interpersonal growth and educational development. Within a climate where students, staff and stakeholders will feel safe, secure and valued as individuals, the Academy will encourage all students to excel to their highest potential, while providing them the support and tools needed to explore the infinite possibilities that learning and life has to offer.
Youth Advancement Academy	The Mission of the Youth Advancement Academy is to provide quality education and life skills for all students.

Financial Stability Projections

Section 380.1311(c) of the revised school code requires that this report contain projections of financial stability for SDAs operating in Michigan. In absence of a statutory definition for financial stability or the means by which a projection should be made, we have provided information on each SDA's 2010-2011 general fund balance, and whether or not the SDA has maintained a deficit for three consecutive years, as reported on the MI School Data dashboard. See Table 11.

TABLE 11: FINANCIAL DATA ON MICHIGAN SDAS

SDA	GF Fund Balance 2010-11	Ongoing deficit for 3+ years
ACE Academy	$ 15,927	No
Alternative Path Academy	New school	
Blanche Kelso Bruce Academy	$ 672,716	No
Blue Water Learning Academy	$ 119,076	No
Capstone Academy Charter School	New school	
Clara B. Ford Academy	$ 644,068	No
Lighthouse Academy	$ 182,618	No
Outlook Academy	$ 34,025	No
St. Clair County Intervention Academy	$ 742,459	No
Wolverine Academy	New school	
Youth Advancement Academy	$ 43,761	No

Conclusions

MDE has provided as comprehensive an analysis as possible, given its current statutory authority and the available data. We know some students in SDAs show learning gains, but we do not know the significance of those gains. Some students show academic loss, and we do not know the significance of that data either. SDAs use innovative teaching techniques and professional development but we have no way of knowing how these practices compare to those in traditional (i.e., non charter) schools. SDAs appear to be in the early stages of developing behavior assessment protocols and using that data as an evaluative measure. There are a variety of approaches to authorizer oversight across the SDAs. All appeared to be financially viable, at least in the short term, as each showed a positive fund balance and none has run a deficit for three consecutive years.

Given the lack of consistent data for comparison, we cannot draw firm conclusions about whether the purpose and intent of charter school legislation is being met within Michigan SDAs

Endnotes

[i] NovaNet BASI: Basic Achievement Skills Inventory™ (BASI) evaluates student mathematics, reading, and language arts skills for initial placement. Two forms of the test allow a school to assess student progress over time.

ii Scantron Performance Series is a computer-adaptive test to assess the proficiency level of students corresponding with the state standards

iii Burns and Roe Informal Reading Inventory: individual reading inventory for grades 3 to 12

iv OdysseyWare provides online curriculum and eLearning solutions for schools

v Northwest Evaluation Association; Measures of Academic Progress (MAP) : adaptive tests of student growth and achievement in reading, math, and science

vi ACCUCESS is PLATO Learning's online diagnostic formative assessment. Results are used to determine areas of instructional emphasis and focus.

[vii] STAR measures student achievement in reading and math and includes interventions.

[viii] DELTA is a local curriculum based assessment.

[ix] TABE: Test of Adult Basic Education, is a comprehensive assessment to assess the skills and knowledge of adult learners.

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